REPORT RESUMES

ED 020 856 RE 001 253

A TEACHER'S GUIDE TO CONTINUOUS PROGRESS IN READING INSTRUCTION, 1967.

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REPORT NUMBER TITLE-3-DPSC-67-3068 PUB DATE 67
EDRS PRICE MF-$0.50 HC-$3.60 88P.

DESCRIPTORS- *TEACHING GUIDES, *READING PROGRAMS, *BASIC READING, *DEVELOPMENT READING, READING COMPREHENSION, VOCABULARY, WORD RECOGNITION, ORAL READING, STUDY SKILLS, CONTINOUS PROGRESS EDUCATION PROJECT, TITLE 3,

CONTINUOUS PROGRESS EDUCATION, A TITLE III PROJECT, OPERATES ON THE ASSUMPTION THAT EVERY CHILD IS UNIQUE IN HIS OWN NEEDS AND CAPABILITIES. TO INSURE OPTIMUM LEARNING AND DEVELOPMENT FOR EACH CHILD, THESE NEEDS SHOULD BE CAREFULLY PROVIDED FOR. THE IMPLEMENTATION OF A CONTINUOUS PROGRESS PROGRAM DEPENDS ON THE CLARIFICATION OF LONG RANGE GOALS AND SPECIFIC BEHAVIORAL OBJECTIVES AND ON THE IDENTIFICATION OF THE SKILLS AND CONCEPTS TOWARD WHICH LEARNING SHOULD BE GEARED. FOR CONTINOUS PROGRESS IN READING INSTRUCTION, A GUIDE WAS DEVELOPED FOR INITIATING A READING PROGRAM THAT ESPOUSES THE BASIC PHILOSOPHY OF CONTINUOUS PROGRESS EDUCATION. IT GIVES AN OVERVIEW OF GOALS FOR DEVELOPING READING INTEREST AND COMPETENCE, ORGANIZING INSTRUCTION, SETTING UP BEHAVIORAL OBJECTIVES, AND APPRAISING READING GROWTH. SUGGESTED BEHAVIORAL OBJECTIVES FOR EACH OF THE ELEMENTS OF A SEQUENTIAL PROGRAM OF READING SKILLS COVER WORD ATTACK, VOCABULARY, COMPREHENSION, AND APPLIED READING. IT ALSO LISTS WAYS OF IMPLEMENTING THE PROGRAM THROUGH AN ENVIRONMENT ORGANIZED FOR OPTIMUM LEARNING AND THROUGH APPROPRIATE AND ADEQUATE MATERIALS AND LEARNING EXPERIENCES WHICH MEET TOTAL GROUP AND INDIVIDUAL PUPIL NEEDS. THE GUIDE IS WELL APPENDED WITH SAMPLE LESSON PLANS, GUIDELINES, AND EVALUATIVE TECHNIQUES, AND OFFERS AN EXTENSIVE BIBLIOGRAPHY FOR INTERESTED TEACHERS. (NS)

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RE 001 253

CONTINUOUS PROGRESS EDUCATION TITLE III PROJECT

Salt Lake City, Utah
DPSC-67-3068

A Teacher's Guide
To
Continuous Progress in
Reading Instruction

1967

by

Carma J. Hales

Dorothy O. Wardrop

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Continuous Progress Education

Title III Project

Board of Superintendents

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PREFACE

The intent of the authors in writing this publication has not been that of offering the panacea to reading instruction, but rather that of providing a booklet of examples and alternatives. Various written materials have been researched and studied; numerous consultants have been interviewed in developing this publication. There are many skills essential to becoming a mature reader. This publication has in no way attempted to list all these skills nor the myriad of behaviors that demonstrate mastery of these skills. It is the opinion of the authors that if a teacher will utilize this booklet as a guide for initiating her reading program and build to, delete, and make changes, according to her particular needs and situations, maintaining the basic philosophy of Continuous Progress Education, that this booklet will be a useful tool in the hands of the neophyte as well as the professional teacher.

C.J.H.
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J.R.Y.

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CHAPTER I

CONTINUOUS PROGRESS EDUCATION - A PHILOSOPHY FOR TEACHING

Continuous Progress Education is committed to the belief that children cannot obtain their maximum potential unless great care is taken to provide for their individual growth patterns. This implies matching what is given and expected of each child to his readiness, needs and abilities.

LONG RANGE GOALS

A major prerequisite to the implementations of a continuous progress program is the development of a precise picture of long range goals in terms of the child as a contributing citizen of tomorrow. What behaviors are compatible with this goal? Such an objective necessitates identification of behaviors felt to be desirable for and by the child as well as identification of subject matter and skill areas necessary to achieve these behaviors.

The task of the educator becomes one of:

1. Establishing major behavioral objectives for and with the child.
2. Identifying the elements of a specific curriculum area from which to build these objectives.

SKILL DEVELOPMENT

In skill areas, individual needs of each child can be more adequately met when a flexible sequence of curriculum elements can be identified. In such areas as developmental reading skills or basic mathematic computation, these sequences are relatively constant. The child's needs can be assessed according to his progress along this continuum of skills, and the learning experiences based on the specific skill development needed.

CONCEPT DEVELOPMENT

However, in areas of learning such as social studies and science, the elements which make up the curriculum content are largely conceptual and sequences for acquiring the content is less likely to follow a set order. In these curriculum areas the child's individual needs are again assessed in terms of his progress towards the objectives. Although the sequence may not be rigid, evaluative thinking indicates some logical building of concept upon concept. The learning experiences are then geared toward the acquisition of concepts.

SETTING OBJECTIVES

When clearly defined objectives are lacking it becomes impossible to accurately select appropriate content and instructional methods for a learning experience. A clearly set behavioral goal allows both the teacher and the pupil to evaluate progress; without a stated objective very little validity can be accorded to the evaluation. The paramount concern in continuous progress education is the individual needs of each child. This does not necessarily imply different instruction and activity for each child but rather those appropriate for each child. The nature of the experience will determine whether the appropriate setting should be individual activity, small group activity or large group instruction.

A pattern for curriculum development to encompass these concerns will include:

1. Establishing major, overview objectives.
2. Identifying specific objectives in terms of behaviors or conceptual learning for a given task.
3. Pre-testing to assess each child's needs in relation to that objective.
4. Providing or selecting learning experiences appropriate to these needs.
5. Evaluating success in terms of the stated behavioral objective.

CHAPTER 2

READING IN THE CONTINUOUS PROGRESS SETTING

WHAT IS READING?

Reading is defined as a communication process in which written messages by the communicator are perceived and interpreted by the reader (the communicatee).

MAJOR OVERVIEW OBJECTIVES

Major overview objectives are reading goals set for long range accomplishment. Although the teacher is constantly aware of them in day to day teaching, they are not specific goals which can be accomplished in a short period of time. To provide pupils with a useful tool for lifetime use in a reading society is a major purpose of reading instruction. This necessitates the individual pupil development of interest, competency, and application to life's experiences.

I. Interest Development

- A. The pupil evidences observable interest in teacher-assigned specific reading tasks.
- B. The pupil evidences interest in open-ended teacher-assigned tasks.
- C. The pupil evidences interest in an unstructured teacher-initiated reading task.
- D. The pupil evidences interest in unstructured pupil-initiated reading.

II. Responsibility and Competency Development

- A. The pupil reads independently.
  1. The pupil reads independently and successfully to complete teacher-initiated tasks with teacher help.
  2. The pupil reads independently and successfully to complete teacher-initiated tasks without teacher help.

3. The pupil reads independently and successfully to complete self-initiated tasks with teacher help.

4. The pupil reads independently and successfully to complete a self-initiated task without teacher help.

B. The pupil using reading to solve problems.

1. The pupil accepts help from the teacher who identifies a problem and helps the child solve it through reading.

2. The teacher identifies a problem; the pupil solves it alone through reading.

3. The pupil identifies a problem; the teacher helps pupil solve it through reading.

4. The pupil identifies a problem and solves it alone through reading.

ORGANIZING FOR INSTRUCTION

I. The acquisition of reading habits and values is two dimensional:

A. Developmental reading skills organized in a flexible sequential order.

B. Experiences which foster learner interests, independence and competency.

II. Within each dimension, provision is made for diversity of pupil needs and learning experiences designed to foster development of maximum potential.

A. Each pupil is accepted where he is emotionally, intellectually, and socially, and his uniqueness as an individual is recognized and respected.

1. Emphasis is placed on establishing within each pupil a feeling of "self worth."

2. Reading is integrated with the pupil's personal experiences and thinking.

3. Each pupil is encouraged to contribute that which he can.

B. Success and challenge in reading is provided for every child.

1. Kinds of motivation used are dependent on individual needs.

2. Teaching is supportive; the approach used is varied with the individual and the group to establish a reading climate suitable for maximum progress.

    a. Opportunities are given for individual exploration, inquiry and discovery in reading.

    b. Materials of many kinds and levels of reading difficulty are made available for learner use.

    c. Materials of many kinds and levels of complexity are made available for development of specific skills.

C. To the extent that he is able, the child is given the responsibility for his own learning.

1. Pupil purposes are recognized and reading instruction geared toward their satisfaction.

2. The pupil assumes an active part in ongoing goal setting and self-evaluation.

    a. Opportunity is given for the child to discover for himself the results of appropriate and inappropriate behavior.

    b. Mistakes because of inappropriate choice are allowed to the extent that the pupil is able to control the situation, learn more effectively to cope with problems, recognize his limitations, and avoid similar experiences.

    c. Frustration level reading situations are avoided.

3. The child is involved in reading of a critical and creative nature.

    a. Many problem solving opportunities requiring individual search and discovery are given.

    b. Uniqueness of response is valued: pupils are given as much freedom of choice as the specific task allows in determining his own way of "arriving" at the solution of a problem.

c. The pupil is led to question, relate, analyze and organize what he reads in terms of his own experience.

III. Individuality is encouraged within the framework of each dimension according to the limits set by a democratic social structure.

A. Reading opportunities for participation and interaction with a group are given.

B. There is appropriate sharing of time, space, and materials for reading.

C. Many situations in which there is provision for planning, working together, and completion of group tasks involving reading are used.

D. Freedom of individual choice within carefully defined limits is allowed.

BEHAVIORAL OBJECTIVES

Teachers have often been criticized with regards to the lack of focus demonstrated in their teaching methods. It is commented that much activity takes place within a classroom that often has no bearing nor purpose in terms of a specific learning goal.

Learning goals that can be identified in terms of the behavior the child will evidence upon completion of the learning task help the teacher to sharpen her methodology. This type of learning goal stated in behavioral terms is called a behavioral objective.

To insure more precision and focus in the learning act, the behavioral objective is written in terms of what overt behaviors are expected, the acceptable performance of those behaviors, and the conditions under which they will occur.

Examples of behavioral objectives as they relate to a lesson plan are located in the appendix, A-1, A-2, and A-3.

EVALUATION

Evaluation of the reading program is done in terms of the degree to which objectives are met.

Some methods of appraisal utilized are:

1. **Informal inventories of pupil growth.**
2. **Standardized tests which best suit the stated behavioral goals set.**
3. **Individual pupil records.**
4. **Check-lists.**
5. **Teacher devised tests.**
6. **Analysis or work samples.**
7. **Individual pupil-teacher interviews.**
8. **Individual pupil self-appraisal.**
9. **Teacher observation of pupil performance.**
10. **Teacher-parent conferences.**

CHAPTER 3

A SCOPE AND SEQUENCE OF READING SKILLS

Recent research in the field of reading[1] points out time after time that there are many sound, effective methods of teaching reading. All children do not respond equally to a given methodology, nor do all teachers prove equally successful in a specific approach. The conclusion of these studies indicates the basal reading approach, the linguistic approach or various approaches to individualizing the reading program each produce generally equal instances of success provided:

1. the teacher is supportive of the program and competent in her teaching ability.
2. pupils are equally motivated.
3. a systematic program of reading skills is incorporated.

To aid teachers in establishing the latter, a systematic program of reading skills, the following chapter has been developed.

ORGANIZATION OF THE CHAPTER

The act of reading involves many kinds of learning ranging from simple recognition of printed symbols to complex comprehension and interpretation of its meaning. Some elements in the reading act are acquired by the child in a relatively constant sequential order, one skill logically building upon the other; other elements of the reading act are acquired by children in widely different patterns relating to their interest, experiences and abilities.

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[1] Encyclopedia of Educational Research Third Edition - summarizes a series of studies in reading in this way: "The evidence presented in the foregoing experiments, and other related studies, indicates that the real issue is not which of the procedures under discussion is the better but rather what does each contribute most effectively. When the evidence is reviewed in the light of this question, four conclusions emerge: (a) systematic basal instruction makes its greatest contribution in promoting essential understandings, attitudes, and skills in reading; (b) stimulating supplementary-reading and activity programs are highly productive in cultivating favorable attitudes toward reading, in deepening reading interest, and in enriching the experiences of children; (c) a sound reading program should make use of the advantages inherent in both systematic instruction in reading and challenging activities in all curriculum fields; (d) the optimum amount of systematic instruction varies with conditions, such as the needs and capacities of children and the skill of the teacher."

The organization of these elements into a flexible sequential order is presented in this publication with two purposes in mind. The most important of these is to give the teacher a clearly defined overview of the many facets involved in the teaching of reading. The second purpose is to aid the teacher in meeting the individual needs of each child. The sequence of elements is merely suggestive. Experience with children will undoubtedly provide the teacher with exceptions to this order. Establishing a rigid sequence then is not the intent, but rather providing a tool to enable teachers to readily organize an effective developmental program as well as make more accurate evaluations of deficiencies in an individual child. The identification of these elements will aid the teacher in selecting appropriate prescriptions to eliminate the weakness.

ELEMENTS OF A SCOPE AND SEQUENCE OF READING SKILLS

I. Word Attack Skills

Skills needed to identify words according to their phonetic and structural parts.

II. Vocabulary Skills

Skills concerned with word meanings.

III. Comprehension Skills

Skills concerned with bringing meaning to printed symbols.

A. Noting Details
B. Identifying the Main Idea
C. Determining Logical Sequence
D. Critical Thinking

IV. Applied Reading Skills

Skills concerned with reading as an integral part of living.

A. Research and Study Skills
B. Library Skills

C. **Silent Reading**
D. **Oral Reading**
E. **Tailored Reading**
F. **Gaining Appreciation and Interest**
G. **Creative Expression**

INTRODUCTION: WORD ATTACK SKILLS

The word attack skills are defined in this publication as skills needed to unlock unfamiliar words in terms of their phonetic and structural parts. The child usually progresses through a series of listening, hearing, identifying and writing with consonants, short vowels, long vowels and structure in that order. Great overlapping in each area is to be expected and encouraged. These elements are stated in terms of behaviors exhibited by the child when the skill has been acquired.

SEQUENCED BEHAVIORAL OBJECTIVES IN WORD ATTACK SKILLS

1. The child hears and identifies like and unlike beginning sounds.

2. The child identifies oral words with rhyming sounds.

3. The child hears and identifies ending sounds.

4. The child identifies the sound and names the beginning letter symbol in words beginning with single consonants.

5. The child identifies the sound and names the letter symbol in words ending with consonants.

6. The child identifies the sound and names the letter symbols in words containing consonant digraphs.
   ch ck gh ng sh th wh

7. The child identifies the sounds and names the letter symbols in words containing medial consonants.

8. The child identifies the sounds and names the letter symbols in words beginning with consonant blends.
   bl br cl cr dr fl fr gr pl sl sn st tr

9. The child identifies the sounds and names the letters of double consonants. Final and medial.

10. The child names the variant consonants and identifies their sounds in a word. Hard and soft c and g, gh, ph.

11. The child identifies silent consonants.
    gh kn wr

12. The child identifies the sound and names the letter symbol for the short vowels.

13. The child identifies the sounds and names the letter symbol for the long vowels.

14. The child identifies the sounds and names the letter symbol for the vowel digraphs.
    ai ay ea ea in head ee oa oo $\overset{..}{\text{oo}}$ ui

15. The child identifies the sounds and names the letter symbols in the diphthongs.
    au aw oi ou ow oy

16. The child identifies the sound and names the letter symbol for variant vowels.
    a before i   a after w   a in aw   a e i o u before r

17. The child recites rules governing vowel differences and lists words that conform to the rule.
    short sound of medial vowel
    medial vowel lengthened by final e
    silent vowel in digraphs - exceptions
    vowels followed by r

18. The child identifies the sounds and identifies the letter symbols for the phonograms appropriate to his level of development. He can construct and list new words from them.
    a an ace all at ack ay aw air ar as ame ack ate
    e en ed et em
    ive ick ill ip it in ish ing ight ig
    oat op ound ould old ook oy own at oon og
    us up un ust

19. A child, according to his level of development, names and/or writes words that rhyme.

20. The child, according to his level of development, names and/or writes words with rhyming endings.

21. The child, according to his level of development, names and/or writes sounds ending in s. He differentiates between the plural and possessive form of the word.

22. The child identifies compound words. He names the known words within the compound.

23. The child identifies and names the root words in a larger word.

24. The child identifies verb variants such as adding ed, ing, doubling consonants and dropping e before adding ed, ing, changing y to i before adding es.

25. The child identifies contractions and lists the two words of which it is composed.

26. The child identifies and lists the prefixes and suffixes in a group of words appropriate to his level of development.

27. The child writes abbreviations accurately when given words appropriate to his level of development.

28. **The child applies the principle of syllabication to a group of words appropriate to his level of development.**

29. **The child uses alphabatical arrangement and guide words to solve problems.**

30. **The child uses the dictionary to solve problems concerning word structure, spelling, syllables, accents, pronunciation.**

INTRODUCTION: DEVELOPING A VOCABULARY

The following section identifies elements concerning the development of a reading vocabulary which includes the skills used in bringing meaning to words. These elements are stated in behavioral terms. It should be emphasized that the order of these elements is not necessarily sequential.

SEQUENCED BEHAVIORAL OBJECTIVES IN DEVELOPING A VOCABULARY

1. The child names specific referents in his home and school environment accurately.

2. The child identifies likenesses and differences in geometric shapes.

3. The child identifies his own name in print.

4. The child uses context clues.

    a. The child identifies a word symbol with a specific referent.

    b. The child identifies a word symbol with a picture.

    c. The child identifies a word symbol in a sentence.

5. The child names basic abstract words. i.e. 220 Dolch Basic Sight words.

6. The child identifies words with multiple meanings. He differentiates the meanings.

7. The child identifies words of opposite meanings (antonyms) at his appropriate level of development.

8. The child identifies and lists synonyms for words appropriate to his level of development.

9. The child identifies homonyms appropriate to his level of development.

10. The child demonstrates ability to use the dictionary to secure word meanings by defining words appropriate to his level of development.

INTRODUCTION: DEVELOPING A VOCABULARY

The following section identifies elements concerning the development of a reading vocabulary which includes the skills used in bringing meaning to words. These elements are stated in behavioral terms. It should be emphasized that the order of these elements is not necessarily sequential.

INTRODUCTION: READING COMPREHENSION

Reading comprehension has been defined as the bringing of meaning to the printed symbols. This publication divides the area of comprehension into four broad categories:

- NOTING DETAILS
- IDENTIFYING THE MAIN IDEA
- DETERMINING LOGICAL SEQUENCE
- CRITICAL THINKING

As was noted earlier in this publication, a sequence of specific reading skills must necessarily be organized flexibly. Under the four main categories stated above, behavioral objectives have been listed in a sequence which, if examined critically, will show a gradual increase in material difficulty as well as an increase in the intellectual behavior called for. The following chart (#1) graphically represents this concept.

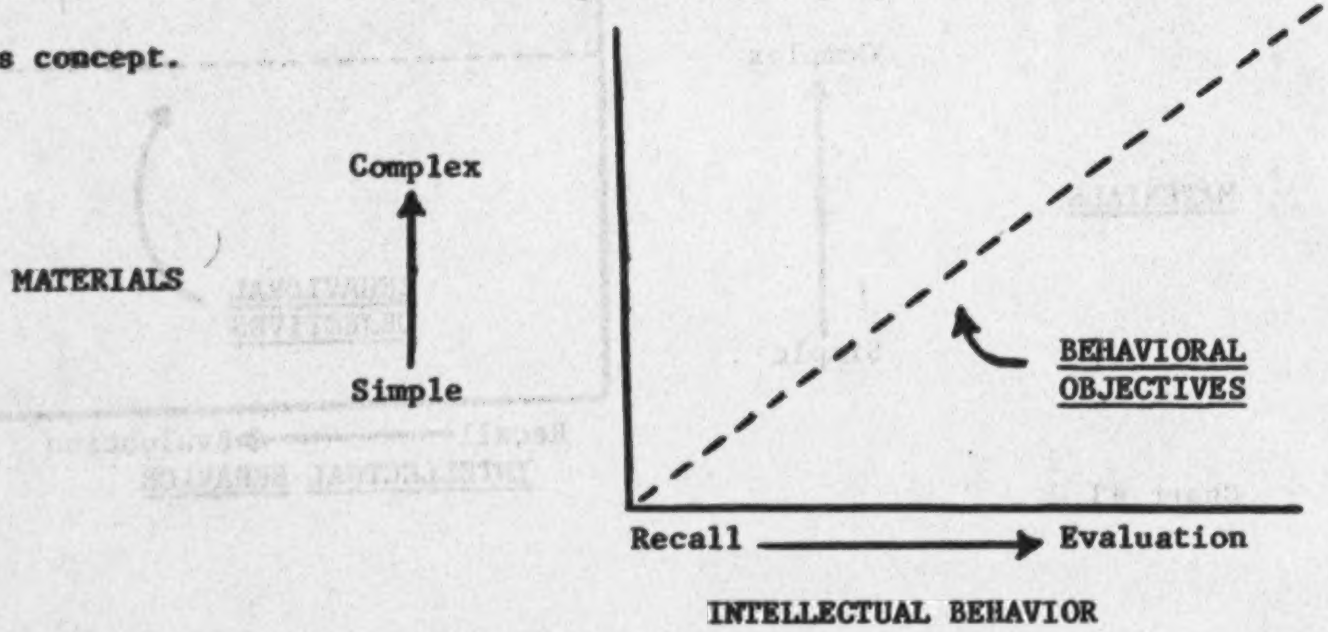

Chart #1

It is hoped that each teacher will add to the objectives listed and consider developing those which utilize many variations, i.e.; keeping the material simple while increasing the intellectual behavior (Chart #2),

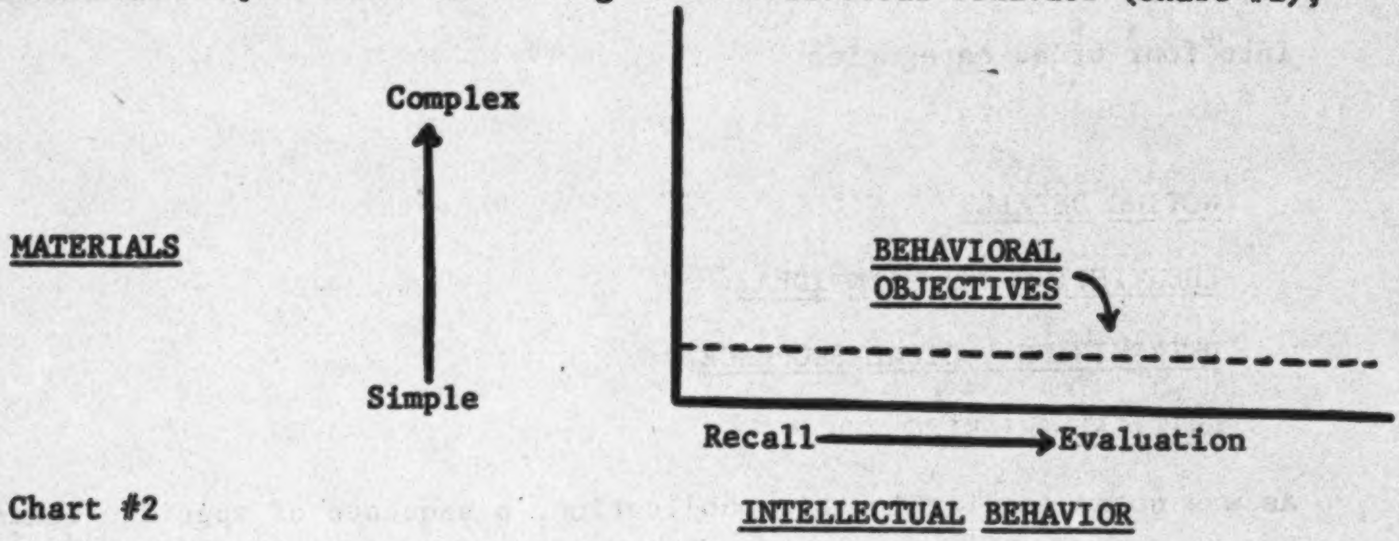
Complex
MATERIALS
Simple
BEHAVIORAL OBJECTIVES
Recall → Evaluation
INTELLECTUAL BEHAVIOR

Chart #2

or utilizing difficult material and gradually increasing the intellectual behavior (Chart #3). Pupils often are able to increase the complexity of their thinking even though the material remains quite simple.

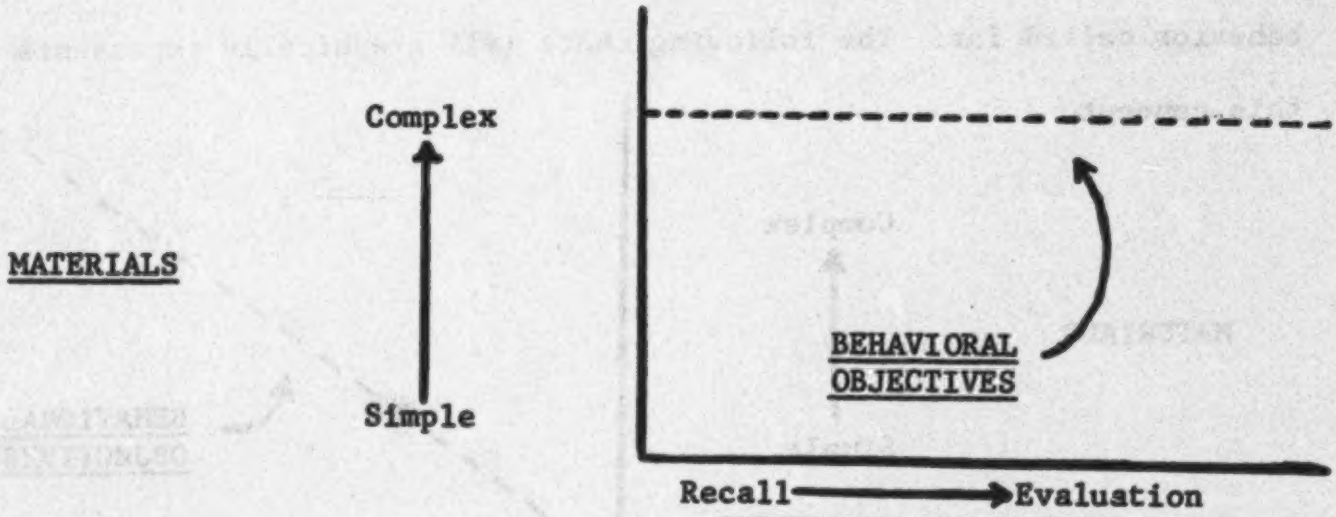
Complex
MATERIALS
Simple
BEHAVIORAL OBJECTIVES
Recall → Evaluation
INTELLECTUAL BEHAVIOR

Chart #3

BEHAVIORAL OBJECTIVES IN NOTING DETAILS

Pupil identifies details of an illustration and/or of a tangible object.

Pupil states particular details of a real experience.

Pupil notes details of a short story or rhyme he listens to.

Pupil indicates the details of a phrase or sentence.

Pupil states the particular details of a paragraph.

Pupil identifies details of a chapter.

Pupil notes details from graphs, charts, diagrams and other graphic materials.

Pupil supplies details for main titles in an outline.

Pupil indicates details which distinguish fact from fiction.

Pupil states details that support the plot, mood, and motives of a selection.

Pupil notes details from materials that contribute to the solution of specific problems.

BEHAVIORAL OBJECTIVES IN IDENTIFYING THE MAIN IDEA

Pupil verbally identifies the main happening or activity as it is portrayed in a simple illustration.

Pupil tells main idea of a short story as portrayed by a series of pictures.

Pupil states the main idea of a short story or rhyme which he has heard.

Pupil chooses appropriate title for a picture from a choice of titles.

Pupil chooses appropriate title for a short story or rhyme from a choice of titles.

Pupil distinguishes between main ideas and subordinate ideas in a phrase or sentence.

Pupil distinguishes between main ideas and subordinate ideas in a paragraph.

Pupil distinguishes between main ideas and subordinate ideas in a chapter.

Pupil distinguishes between main ideas and subordinate ideas in a story, article, or book.

Pupil identifies the proper title of a paragraph, chapter, story, article, or book from a list of titles.

Pupil states the main ideas of a poem, fable, legend, myth, or other special literary styles.

Pupil organizes a written outline of main ideas and subordinate ideas from an article, book, or other materials.

Pupil writes a summary of a story or other types of selections.

BEHAVIORAL OBJECTIVES IN DETERMINING LOGICAL SEQUENCE

Pupil retells a simple experience of his own in the correct sequence.

Pupil organizes sequential pictures into their logical order.

Pupil places events of a short story told by the teacher into their logical sequence.

Pupil follows directions in logical sequential order for completing a class activity, or arriving at a certain place.

Pupil gives directions for an activity or for arriving at a certain place in sequential order.

Pupil organizes several facts from a paragraph into logical sequence.

Pupil puts facts or events of a chapter into logical sequence.

Pupil organizes facts or events of a book, article, or story into the correct sequence.

Pupil develops time-line organizing the elements into their logical sequence.

Pupil sequentializes ideas and events of written, oral, and visual media into their order of importance.

(See Appendix B for examples of learning activities to support the skill of identifying sequence.)

BEHAVIORAL OBJECTIVES IN CRITICAL THINKING

Pupil answers inferential questions such as "Why?" and "How?" about an illustration.

Pupil asks inferential questions such as "Why?" and "How?" about an illustration.

Pupil classifies familiar objects into two broad categories, i.e.; animal - vegetable, food - clothing.

Pupil indicates what conversation might take place in a picture.

Pupil tells what might have happened before and after the happening portrayed in a picture.

Pupil states how a character or the characters in a picture might feel.

Pupil associates common symbols, i.e., weather symbols, road signs, with meaningful experiences.

Pupil answers inferential questions such as "Why?" and "How?" about a short story or rhyme.

Pupil poses inferential questions such as "Why?" and "How?" about a short story or rhyme.

Pupil classifies words into several broad categories, i.e.; countries - cities - counties, tools - toys - decorations.

Pupil tells what might have happened before or after a short story or rhyme.

Pupil states the several meanings of different words as they are used in different context.

Pupil indicates the meaning of a sentence that is not the literal meaning.

Pupil tells how the characters in a story might feel.

Pupil describes the physical setting of a story where the physical setting is not spelled out in exact terms.

Pupil interprets mood and other figurative types of literary styles.

Pupil classifies abstract phenomena into large categories, i.e.; objective ideas, subjective feelings, etc.

Pupil describes the sensory images that the written word portrays.

INTRODUCTION: APPLIED READING SKILLS

The following section contains a listing of the applied reading skills stated in behavioral terms. These include:

RESEARCH AND STUDY SKILLS

- Special Book Parts
- Reference Materials
- Study Techniques

LIBRARY SKILLS

SILENT READING

ORAL READING

TAILORED READING

GAINING APPRECIATION AND INTEREST

CREATIVE EXPRESSION

The ultimate goal of the reading teacher is that the child reads effectively for enjoyment and to solve his various problems. The applied reading skills listed in this publication give the teacher and student an indication as to the degree these goals have been obtained.

BEHAVIORAL OBJECTIVES IN RESEARCH AND STUDY SKILLS

Special Book Parts

Pupil identifies the location of the table of contents within a book and demonstrates his understanding of its use by locating materials within the book.

Pupil locates and uses the title page of a book to solve specific problems.

Pupil demonstrates his understanding of use and location of the index in a book by using it to solve specific problems.

Pupil obtains meanings and definitions by locating and using the glossary within a book.

Pupil states the purpose of a book by locating and reading the preface.

Pupil states the source of specific information found within a book by locating and utilizing the bibliography.

Pupil identifies the location of footnotes and uses them as a reference to specific information found in a book.

Reference Materials

Pupil uses the dictionary to solve problems concerning structure, origin, and meaning of words.

Pupil solves specific problems by utilizing the encyclopedia, atlas almanac, and other reference materials.

Study Techniques

Pupil utilizes skim reading to find answers to specific problems.

Pupil refers to illustrations, maps, globes, diagrams, charts, and other graphic materials to solve specific problems.

Pupil uses reading material that he has outlined to solve specific tasks, i.e., making a speech, writing a paper.

Pupil summarizes in writing and/or in oral form reading material contained in paragraphs, chapters, stories and books.

BEHAVIORAL OBJECTIVES IN LIBRARY SKILLS

Pupil locates materials in the library by referring to the cataloging system used.

Pupil uses reference materials to locate information in the library.

Pupil demonstrates an understanding of the physical arrangements of materials within a library by locating materials.

BEHAVIORAL OBJECTIVES IN SILENT READING

Pupil demonstrates, through comparison with previous records, an increase in silent reading rate.

Pupil shows, through comparison with previous records, an increase in his comprehension of silently read material.

BEHAVIORAL OBJECTIVES IN ORAL READING

Pupil enunciates clearly and distinctly while reading orally.

Pupil reflects the different types of styles, i.e., prose, poetry and conversation, while reading orally.

Pupil uses phrasing, inflection, and punctuation to give proper meaning to his oral reading.

BEHAVIORAL OBJECTIVES IN TAILORED READING

Pupil uses various types of reading skills, i.e., skimming, summarizing, speed reading, according to the purpose of his reading and the nature of the material read.

BEHAVIORAL OBJECTIVES IN GAINING APPRECIATION AND INTEREST

Pupil refers to first hand experiences of his own and others by asking questions, making pertinent comments, and answering related questions as he is prompted by others.

Pupil makes reference to personal experiences of his own and others in the form of questions, pertinent comments, and by answering related questions as he is prompted from within.

Pupil asks questions, makes reference, answers questions, about illustrations he has viewed as he is prompted by others.

Pupil asks questions, makes reference, answers questions, about illustrations as he is motivated from within.

Pupil chooses a variety of illustrations, both in terms of quantity and quality, for viewing as he is prompted by others.

Pupil chooses a variety of illustrations, in terms of quality and quantity, to look at as he is prompted from within.

Pupil listens to short stories and rhymes and responds by asking relative questions, making pertinent comments, and answering related questions as he is guided by others.

Pupil refers to material read at his level of ability by asking questions about the material, making comments and answering related questions as he is guided by others.

Pupil makes reference to materials read at his ability level by asking questions, commenting, and answering questions about the material because of self-motivation.

Pupil chooses to read a variety of material (both in terms of quantity and kind) at his level of ability as he is prompted by others.

Pupil chooses to read a variety of material (both in terms of quantity and kind) at his level of ability due to his own self-motivation.

BEHAVIORAL OBJECTIVES IN CREATIVE EXPRESSION

Pupil demonstrates original thinking in interpreting an illustration by verbal, written, or pictorial production.

Pupil creates an original verbal, written, or pictorial presentation from interpretation of an actual experience.

Pupil states original ideas in verbal, written, or pictorial form from listening to a story or rhyme.

Pupil describes original thinking in verbal, written or pictorial form as he is motivated by a phrase or sentence.

Pupil indicates original thought in verbal, written, or pictorial form by interpreting a paragraph.

Pupil creates an original verbal, written, or pictorial presentation from reading a chapter.

Pupil demonstrates original thought in verbal, written, or pictorial form from reading material in stories, books, or other selections.

(See Appendix A-3 for an activity to support the skill of creative expression.)

CHAPTER 4

IMPLEMENTING THE READING PROGRAM

The following section contains materials that provide suggested ways the teacher might employ in implementing a continuous progress reading program.

The section is divided as follows:

PHYSICAL ENVIRONMENT

MATERIALS NEEDED FOR CONTINUOUS PROGRESS IN READING INSTRUCTION

PLACEMENT OF PUPILS IN READING MATERIALS

GROUPING FOR INSTRUCTION

These sections are not written with the intent of providing a "packaged program" for the teacher. The professional teacher will add to and modify this publication as the learning situation emerges.

PHYSICAL ENVIRONMENT

The organization of a classroom environment for maximizing individual reading growth includes the following:

I. Books are shelved in specially designated areas, attractively arranged, organized according to subject matter and always made accessible to pupils throughout the school day.

II. Books are made important in the classroom setting by using them in displays, having a reading table, and by highlighting specific books in teacher-or pupil-prepared charts and bulletin boards.

III. Special stations placed in the classroom are designated for quiet, undisturbed, individual pupil, partner, or small-group reading experiences.

IV. Specific class time is scheduled for pupil involvement in selecting, browsing, sharing, and study of reading materials.

V. Mobile furniture is used in the classroom to facilitate individual, partner, small-group and large-group reading experiences.

VI. Classroom space is organized in such a way that the teacher can supervise many kinds of pupil reading experiences at the same time.

VII. Carpeting on at least part of the floor area is utilized to maximize opportunity for individual reading or group sharing of reading experiences in a relaxed physical setting.

VIII. A school media center is provided for storing of and sharing of materials.

MATERIALS NEEDED FOR CONTINUOUS PROGRESS IN READING INSTRUCTION

It is important to provide ample materials to meet each pupil's reading needs. In addition to the developmental program provided by the basal text, each classroom should include:

I. Several copies of various sets of basal readers on many reading levels available for use when needed.

II. A rotating supply of approximately 50 trade books (at least one per pupil in a pod situation) is important and may be checked out from a source such as the school library.

A. Several levels of reading difficulty are included.

B. Many different interest areas are represented.

III. Materials which provide specific drill work in skill development for pupils is essential. These include self-correcting and teacher-corrected materials.

IV. Sets of encyclopedias are a necessary part of each classroom library. There is a minimum of one set for every 30 pupils, with additional sets available from the school curriculum center when needed.

V. Up-to-date dictionaries on several levels of difficulty are included in each room library. These are of sufficient quantity for pupils to make choices in self-selecting reading experiences.

VI. Newspapers, magazines and paperback books are included in the available reading material to insure adequate variety and sufficient quantity for pupils to make choices in self-selecting reading experiences.

VII. Multi-media (film strips, phonograph records, tape recorder and other devices geared to individual pupil self-instruction and diversity in teacher instruction) are needed either in a room library or in a school curriculum center.

VIII. A central library which is always open for pupil and teacher seeking, searching, selecting and study of reading materials is essential.

IX. Comprehensive yet practical types of record keeping devices are necessary in an individual reading program in order for the student and the teacher to maintain a systematic learning situation. For examples of record keeping devices refer to items C-1, C-2, C-3 and C-4 of the appendix.

PLACEMENT OF PUPILS IN READING MATERIAL

Placement of each pupil in appropriate reading material is necessary if maximum pupil growth is to be realized. This is accomplished by using the following methods:

I. Placement in materials after diagnosis of pupil needs through utilization of:

  A. Teacher observation of pupil involvement in reading experiences.

  B. Teacher analysis of pupil files containing previous reading performance.

  C. Standardized and teacher-made diagnostic reading tests such as Durrell Analysis, or informal reading inventories. (See items D, E, F-1 and F-2 of the Appendix for examples of informal testing materials.)

  D. Standardized and teacher-made vocabulary and study skills tests.

  E. Commercial basal reader tests.

  F. Standardized achievement tests.

  G. Standardized tests of general ability.

II. Pupil selection

  A. This is accomplished by giving modified pupil freedom in selection of reading material from the classroom or school library.

    1. Modification of selection is determined by teacher guidance in which the pupil is given opportunity to choose material for his reading from among a few designated sources.

    2. Modification of selection is accomplished by requiring that certain books be read by a specific pupil "sometime" during the school year, but giving the pupil freedom to decide "when".

    3. Modification of selection is accomplished by providing lists of books on specific graded levels of difficulty and varying interests and giving the pupil the choice of reading in any book which the pupil and teacher determine to be appropriate.

B. This is done by giving pupil freedom in selection of any reading materials he wishes from the classroom or school library.

III. Methods used in placement vary during the school year. A combination of teacher selection, teacher-pupil selection, and pupil self-selection is utilized according to time, space, and teahcer diagnosis of individual pupil and group ongoing needs.

GROUPING FOR READING INSTRUCTION

I. Total Class Group Instruction. Effective reading instruction in a total class setting is dependent on providing learning situations which meet total group and individual pupil needs. Necessary experiences to accomplish this include:

A. Teacher and pupils participating in setting goals and planning together as a group.

1. Setting immediate goals for the class.

2. Establishing criteria for appropriate pupil class behavior.

3. Clarifying the specific kinds of experience which will take place.

4. Discussing individual pupil-teacher roles during the experience including responsibilities, structure of choices, limitations and freedoms.

5. Making materials necessary for the planned activities easily available and distributed in an efficient and effective manner.

B. Teacher and pupil listening and discussing.

1. Participating in oral reading in the whole group.

2. Reviewing or retelling stories.

3. Presenting dramatizations.

4. Sharing models, dioramas, or other manipulative materials which interpret material read.

5. Sharing of pictures and charts which illustrate material read.

C. Teacher and pupils diagnose, evaluate, and reset goals of on-going reading activities.

1. Selecting appropriate material for reading (The basis for selection is discussed on pages 31,32).

2. Developing specific pupil reading skills by pre-testing, development or review as needed.

a. Giving assignment to the whole group.

b. Giving open ended individual assignments.

c. Giving different assigned tasks to individual children.

3. Ongoing analysis of accomplishment made in terms of group defined goals.

4. Ongoing analysis of accomplishment in terms of individual pupil purposes.

D. Teacher and pupils record in simple, comprehensive ongoing recording systems which include:

1. Skill development.

2. Books read.

3. Testing results.

4. Word lists for vocabulary development.

5. Reading diary.

6. Statement of pupil/teacher goals.

7. Other pertinent information.

8. Ways of grouping.

a. Pupil grouping according to common skill-development needs, common general reading level ability, observed social needs, and random selection.

b. Pupil selection of groups based on common book selection, needs, friendship, or interests.

9. Frequency of grouping based on needs and ability of children to work independently.

II. Small group instruction. Individualized reading instruction in small groups includes:

A. Teacher and pupil goal setting. Group and individual goals are set in terms of task accomplishment, pupil purposes, and needs recognized by the pupils and the teacher.

B. Teacher and pupil listening and discussing.

1. Giving opportunity for oral reading in a small group.

2. Providing a setting for sharing by reporting on or retelling material read.

C. Teacher and pupil diagnosing, evaluating and setting goals.

1. Developing skills based on diagnosis of common pupil needs.

2. Developing concepts, ability to interpret, analyze and think critically about material read.

3. Using informal diagnosis to evaluate achievement in terms of goals set.

4. Using formal teacher-made or commercial tests to evaluate in terms of goals set.

D. Teacher and pupil recording. Pertinent data is recorded by pupil and teacher for reference.

III. Individual pupil instruction.

A. Listening and discussing.

1. The child brings his reading record and other reading materials to the teacher-pupil conference.

2. The pupil reads orally or discusses what he has read. He is encouraged to lead out as much as possible.

3. The teacher stimulates the child to think critically about what he has read, determines his reading interests, values the opinions he gives about his reading, and gives whatever guidance is needed in his selection of appropriate reading materials.

a. Reading material on an independent or instructional level is provided.

b. Wherever possible, some choices are given the pupil in determining material to be read.

B. **Diagnosing and evaluating.**

1. **The teacher makes mental note of pupil needs and adjusts to them as the conference progresses.**

2. **Evaluation of the child's progress in word attack, comprehension, and other reading skills is made.**

    a. **Progress is measured by observations made during the conference and reference to pupil and teacher records.**

    b. **On the basis of needs identified, the teacher determines specific skills to be introduced, reinforced or reviewed.**

C. **Recording.**

1. **Both the teacher and pupil note on their records what has been read by the child.**

2. **Date of the conference and other pertinent information either or both feel are important for future reference are included.**

D. **Setting goals.**

1. **The pupil record is discussed in terms of pupil purposes and previously set goals.**

2. **New goals are defined. Emphasis is placed on pupil decision making and acceptance of responsibility.**

CHAPTER V

SUMMARY

After the teacher has successfully inventoried her class and determined the various abilities and weaknesses of her students in terms of the many reading skills, she necessarily will then undertake the task of providing for a learning experience that will facilitate the child's mastery of those particular skills. To capitalize on effective group interaction and from an economic point of view she will also provide for group type activity where such is pedagogically sound.

As for the actual act of instruction the teacher should control the learner's environment to the extent that the following criteria are met:

1. Conceptual type learnings are stated in a clear and accurate manner so that both the learner and the teacher have an understanding as to what it is the learner is to learn.
2. Where learnings can be identified by overt behaviors these behaviors are stated in such a way that the learner and the teachers can identify the behavior expected, the conditions under which such behavior will occur, and the acceptable performance of that behavior.
3. Learning activities are provided which support the learning of specific skills as stated in conceptual and behavioral form. This requires a continual appraisal of materials and activities eliminating unrelated experiences.
4. Individual interests, motivations and abilities dictate what learning experiences and groupings are employed for each child.
5. Evaluation of the learning experience is made in terms of the learner's mastery of a stated concept or the performance of a stated behavioral objective.
6. Comprehensive records are kept which indicate to the learner and to the teacher which skills need attention.
7. Wherever applicable the teacher will provide the learner with self instructive materials that can be evaluated by the child.

8. The teacher's major task is that of supervising the learner as he is involved in the activity of learning as opposed to that of imparting knowledge.

9. Time required to obtain a learning based on the individual's particular time table is paramount as compared with covering a certain amount of material within a given amount of time.

Instructional procedures which correspond to the basic philosophy espoused by Continuous Progress Education will necessarily reflect the thesis that learning is an individual process requiring the teacher to accept each child as a unique and valuable person capable of making his particular contribution to self and society.

(See Appendix G for guidelines for a teacher self-evaluation in a Continuous Progress Education School.)

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APPENDICES

APPENDIX A-1

LESSON PLAN (1)

Subject: Reading

Area: Comprehension

Skill: Selecting the main idea.

Concept: Identifying the main idea presented in an illustration gives meaning to the picture.

Behavioral Objective: The pupil identifies verbally an activity familiar the pupil as it is portrayed in an illustration.

Activities	Materials
A. Show a picture of children playing ball. (This could be total class, small group or individual participation.) B. Ask individual to describe orally the most important thing that is taking place in the illustration. (The big activity.)	A picture of children playing ball.

Evaluation: If terminal behavior corresponds with the behavioral objective the lesson has been effective.

If terminal behavior does not correspond with the behavioral objective, the lesson has not been effective. Parallel instruction should then be given until behavioral objective has been accomplished.

APPENDIX A-2

LESSON PLAN (2)

Subject: Language Arts

Area: Creative Writing

Skill: Writing original responses to written material.

Concept: Written materials provide stimuli which elicit original written pupil responses.

Behavioral Objective: Using, as the stimuli, 10 incomplete descriptive phrases containing the word "something", the child produces, with no time limit set, imaginative written responses.

Activity:

A. The word "something" is written on the chalkboard in large letters. The teacher asks the class as a total group to think of ideas this word brings to their minds: Examples could be "something hot", or "something fell down". Some of these ideas are shared orally.

B. The teacher then inquires as to what ideas were elicited from the incomplete phrases described. Some of the ideas are written on the chalkboard. Examples of this could be: "something hot: a stove," or "something fell down: my brother."

C. The pupils are then assigned to respond individually in written form to 10 similar incomplete descriptive phrases containing the word "something." These phrases are written on the chalkboard by the teacher and copied by the pupil. It is made clear that responses are to be original. It is emphasized that all responses are acceptable; that personal opinion is the most important aspect of the assignment. Enough time is provided so that every child can complete the task.

The phrases used are as follows:

1. Something fun to do:
2. Something important:
3. Something sad to me:
4. Something ancient:
5. Something I like to study about:
6. Something funny:
7. Something scary:
8. Something that ran away:
9. Something tiny:
10. Something exciting:

Materials: Lined paper
Pencils

Evaluation: If terminal behavior corresponds with the behavioral objective, the lesson has been effective.

If terminal behavior does not correspond with the behavioral objective, the lesson has not been effective. Parallel instruction should then be given until behavioral objective has been accomplished.

APPENDIX A-3

LESSON PLAN (3)

Subject: Language Arts

Area: Creative Writing

Skill: Writing original responses to listening and visual experiences.

Concept: Listening and visual experiences provide stimuli which elicit original written pupil responses.

Behavioral Objective: After looking at the illustrations while listening to the teacher read the book, Time of Wonder, and given the list of open-ended questions relating to his feelings about himself (see attached sheet), pupil answers these questions with original written responses. No time limit is set.

Activity

A. In a total group setting the teacher reads aloud the book, Time of Wonder. During the reading, illustrations in the book are shown. No class discussion takes place while the book is being read.

B. Immediately after reading the book a worksheet (sample of which is attached) is distributed to each child. This is read aloud to the group. Any questions concerning the content are answered. The purpose of the worksheet is made clear. It is emphasized that any original pupil response is acceptable. Enough time is provided so that each child can complete the task.

Materials:

1. Book, Time of Wonder
2. Worksheet (see sample) appendix B
3. Pencil

Evaluation: If terminal behavior corresponds with the behavioral objective the lesson has been effective.

If terminal behavior does not correspond with the behavioral objective the lesson has not been effective. Parallel instruction should then be given until behavioral objective has been accomplished.

A TIME FOR THINKING

A famous author wrote a book called, Time of Wonder. In this book, he showed how everything around us is really something to think about and wonder.

This is a special time in your life, a time to think about what kind of person you would like to be.

What do you like about yourself?________________________________

____

How would you like to change?___________________________________

____

This is a time for daydreaming and thinking about far-away places. Where would you like to go?___________________________________

____

What special things would you like to see?______________________

____

This is a time for pretending fun things. If you could daydream yourself into being someone else, already grown up, what kind of person would you be?____

____

This is a time for deciding about things that are most important to you. What are some of these things?_____________________________

____

This is a time for deciding what you think about other people. Do you think it is important to try to make other people happy?___________

Why?____

Do you think other people's ideas are important and should be considered? __________Why?____

____

APPENDIX B

EXAMPLES OF ACTIVITIES TO SUPPORT THE COMPREHENSION SKILL OF IDENTIFYING SEQUENCES

LESSON PLAN

Subject: Reading

Area: Reading Comprehension

Skill: Problem solving in a logical sequence

Concept: Events take place in a logical order.

Behavioral Objective: When given an oral "cue" from the teacher or another pupil, the pupil responds orally with an event in a logical sequence.

Activity:

A. In a total group setting the teacher discusses with the pupils the idea of sequence in written and oral communication. Relay races in physical education are likened to how one event follows another in what people write and say. When all questions posed by the pupils relating to the meaning of "relay" and "sequence" are answered, the teacher gives the following instructions:

B. "Let's make up a class relay story. No one will know how it is to end until it is finished because we'll develop the story together. I'll begin it and it will grow as it moves from one person to another. When it is your turn, add just one incident (that means happening) to what has already gone before in the sequence. Now...let's see how each part of our story will fit together. Ready...

It was a warm, spring, Saturday morning."_______________

C. Pupils at random, are called by name to add an event. This procedure is continued until the story reaches a logical conclusion.

Materials:

Instruction Sheet

Evaluation: The behavioral objective has been reached if, when given an oral "cue" from the teacher or another pupil, the pupil responds orally with an event in a logical sequence.

LESSON PLAN

Date____________________

Subject: Reading

Area: Reading Comprehension

Skill: Organizing and writing original material in a logical sequence.

Behavioral Objective: After hearing the beginning of a short story read by the teacher, the pupil writes his own completed story in a logical sequence.

Activity

A. In the total group setting the teacher discusses with the pupils the way in which stories are logically put together in a sequence of events. Examples of sequence in familiar stories are used. Any questions the children raise about sequence are answered. Then the following instructions are given:

"I am going to read the beginning of a short story to you. When I have finished, your task will be to write what you imagine happened next.

An Unfinished Story

The day had begun in the usual way. When his mother called, "Get up, John, it's morning." John had jumped out of bed, dressed, and hurried downstairs to join the rest of the family for breakfast.

Everything was ready and waiting on the table in the dining room. Dad, Mother and John's sisters, Mary and Beth, were all in their places. As John came toward the table to join the others, he stopped suddenly and looked around the room. He had noticed a strange smell, an odor which didn't belong to toast, or cereal, or fruit or eggs. He knew it was something that didn't belong.

"Dad, can you smell something funny?" he said.

"What do you mean?" answered Dad. "Yes, come to think of it, there is an odd odor. Let's find out what it is!"

B. When the story has been read, the teacher completes the assignment.

"Now, make this your own story. Think about what might have happened. Maybe this is going to be a family crisis or just something funny that took place. In your own family you may have had an experience that could have begun like this. This may give you an idea. Don't worry about spelling or punctuation for now. Get the ideas down as they come to you. Be sure that your story makes sense. When everyone is finished, we'll share our ideas.

Tell what you think happened next in the sequence, then what took place after that, and finally how the story ended. Take whatever time you need.

Materials:

1. Instruction Sheet
2. Lined writing paper
3. Pencils

Evaluation: If after hearing the beginning of the short story read by the teacher, the pupil writes his own completed story in a logical sequence, the behavioral objective has been reached.

Independent Pupil Activity: Sequencing

Finding Ideas and Putting Them in Sequence

When we think about sequence, we think about order. This means how things or happenings follow after each other. If we say, "What is the sequence of events in a story?" we mean simple what follows after what.

Read this short story and then complete two tasks which will help you learn about sequence.

Your first task will be to put a number by the side of the writing on the page whenever something new develops in the sequence of the story. For example, if in a story I said that I got ready for school, I went to school, and then I went home, I would have described three things.

1........I got ready for school.
2........I went to school.
3........I went home.

The first two ideas are marked for you. Remember to put a number whenever something new happens.

"Dad!" called Pat. "Please wait for me!"

Pat's dad was in the family car ready to back out of the driveway. He was in a hurry to get to town before the stores closed.

"Hurry then," he answered. "I have to be down town in twenty minutes."

Since fishing season would open the following morning, getting ready had to be done if Pat and his dad were going to have a chance to try their luck in Little Creek.

"Don't get new line and bait for me, dad," Pat said quietly, looking down at the ground.

"Why not? Say, what's the matter? Don't you want to go with me tomorrow? You don't look very happy, Pat."

"I want to go, but I guess I can't. Mrs. Black, our den mother, is having a meeting at her house tomorrow for us to work on arrow points," Pat answered.

"Go call Mrs. Black and tell her you are going with your dad. She may even think of an arrow point you can fill while you are with me. Now scoot, or I won't make it to town."

Pat went into the house. After taking the big phone book down, he looked for Mrs. Black's number and then dialed it. Nothing happened. "Where could Mrs. Black be?" thought Pat. "Maybe her phone is off the hook. I think I'll go over to her house and tell her about the fishing trip."

As soon as he told his mother where he was going, Pat ran over to Mrs. Black's house. He hurried up the front steps and rang the door bell. Nothing happened. Then he knocked and knocked on the door. Still no one came.

"What shall I do now," thought Pat. "I want to go with Dad, but I know Mrs. Black is counting on me. What shall I do?"

Your second task is to complete the story with events you "make up" in a sequence you write of your own. Tell what you think happened next.

Independent pupil activity: Sequencing

BE AN AUTHOR

Reread the story about Pat. Take the same sequence of happenings in the story and write an original story of your own. Use the following big ideas to guide you in your thinking

A. Jim stops his dad as he is leaving home.

B. Jim's dad says something in answer to Jim's question.

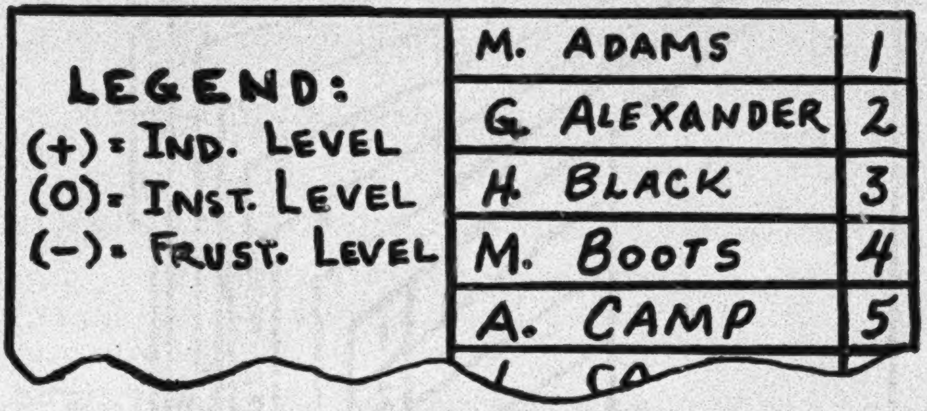
C. Jim does something because of what his dad tells him.

APPENDIX C-1

READING SKILLS INVENTORY (1)

The following reading record is provided as a suggested means of keeping a simple yet complete up-to-date inventory of each child's various reading skills. This inventory could be modified for pupil use.

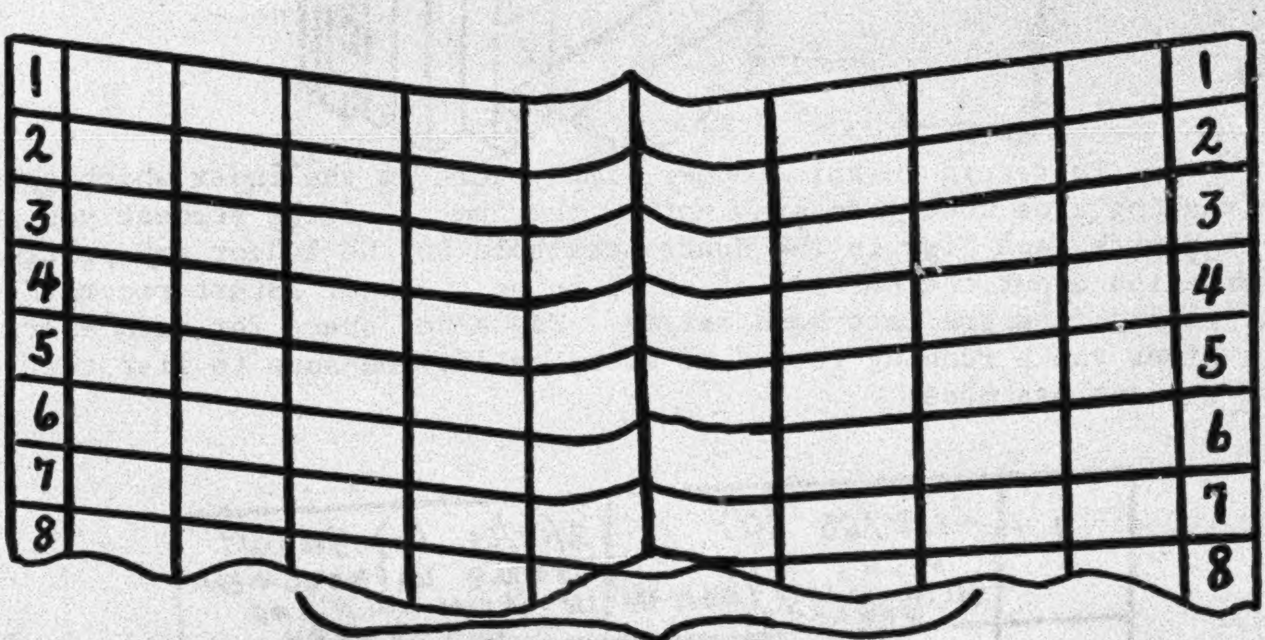
A. The first sheet would contain: (1) a legend explaining what various markings in the ledger mean, (2) a list of the student's names with a different number assigned to each name.



LEGEND:
(+) = IND. LEVEL
(O) = INST. LEVEL
(−) = FRUST. LEVEL

M. ADAMS	1
G. ALEXANDER	2
H. BLACK	3
M. BOOTS	4
A. CAMP	5

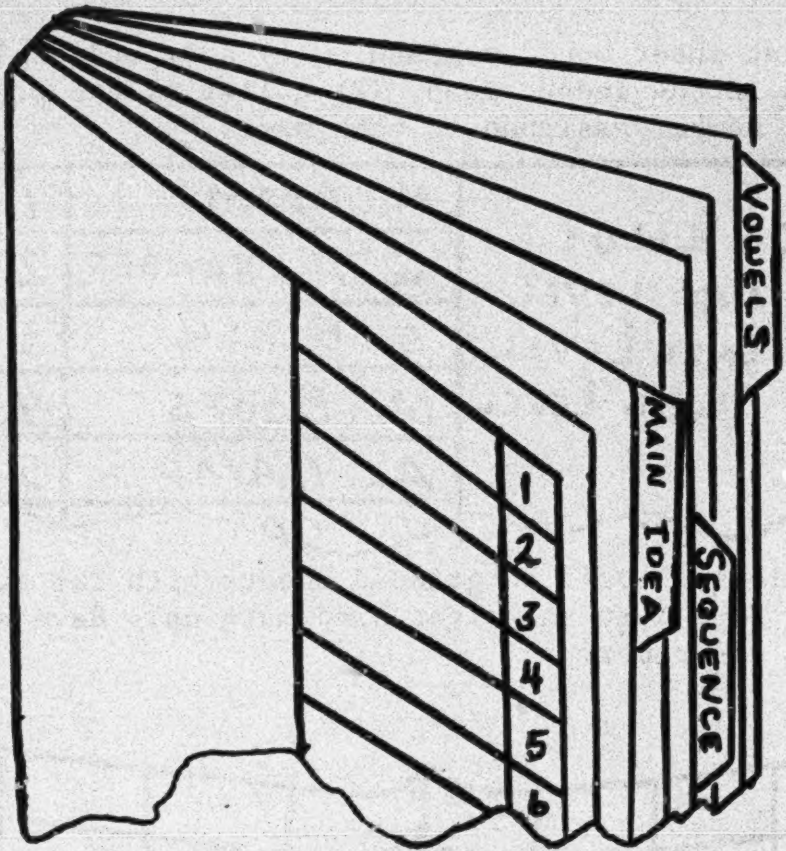
B. The following would be gridded sheets with the student numbers listed in the left and right hand margins. Have sheets gridded on both sides of the paper.



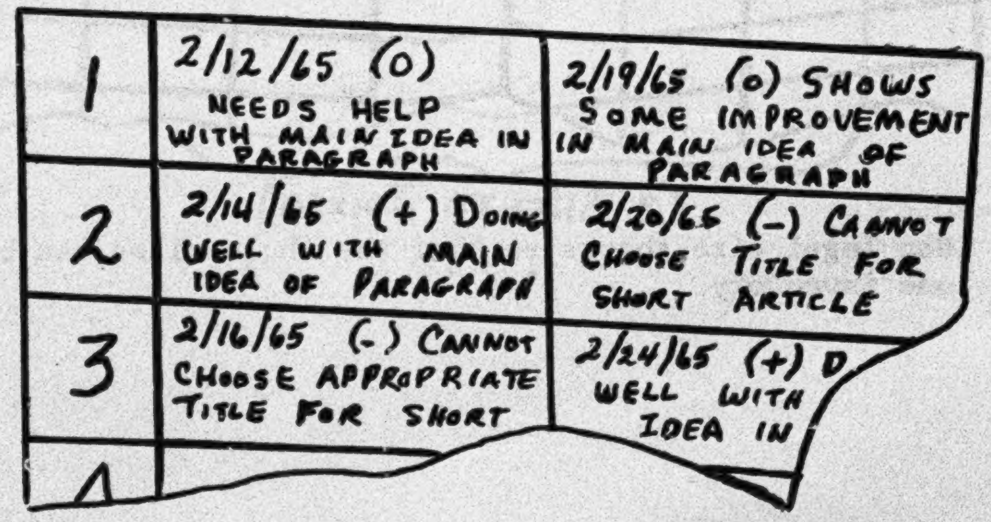
(2 SHEETS JOINED)

Note: Use legal size sheets so that the whole class can be listed in one inventory.

C. Join the front sheet with several gridded sheets to form a book. Put index tabs along the outer right hand margin every two or more pages indicating the various reading skills: i.e., Main Idea Details, Sequence, Inference, Vowels, Consonants, etc. Use as many pages that the skill might demand.



D. To record in this ledger simply turn to the index which covers the reading area under concern, noting the number of the student you are working with, and list in the space available in the ledger any pertinent information about the particular skill being checked. Start recording your record from the left hand margin. Use a new space for each entry. This gives you a running record of every child. Be sure to list the date comment was made.



1	2/12/65 (0) NEEDS HELP WITH MAIN IDEA IN PARAGRAPH	2/19/65 (0) SHOWS SOME IMPROVEMENT IN MAIN IDEA OF PARAGRAPH
2	2/14/65 (+) DOING WELL WITH MAIN IDEA OF PARAGRAPH	2/20/65 (-) CANNOT CHOOSE TITLE FOR SHORT ARTICLE
3	2/16/65 (-) CANNOT CHOOSE APPROPRIATE TITLE FOR SHORT	2/24/65 (+) D WELL WITH IDEA IN
4		

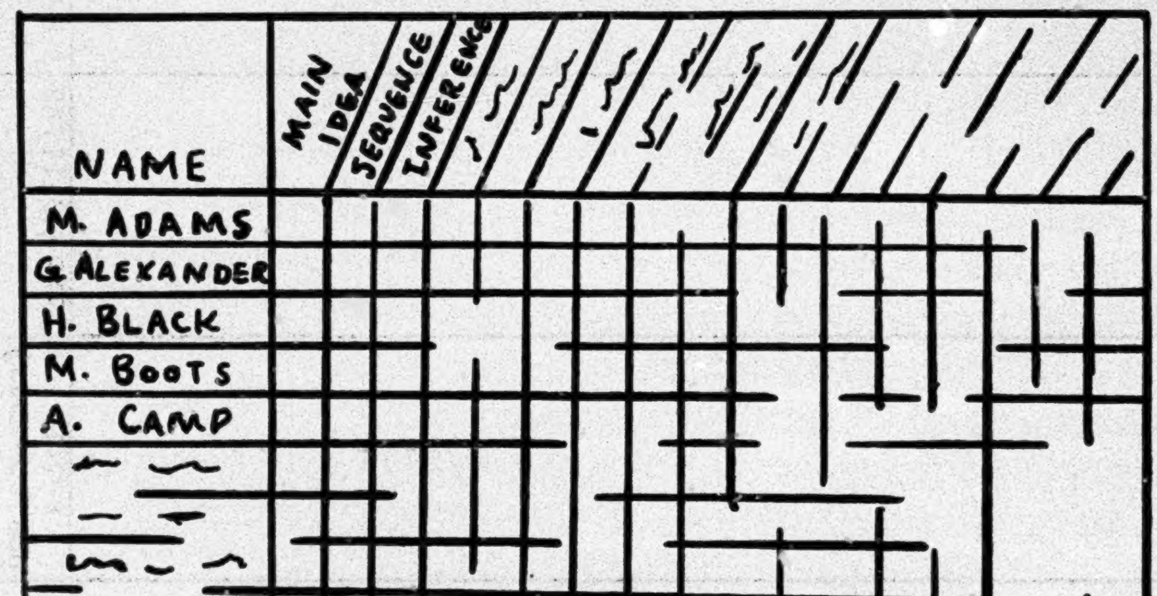
APPENDIX C-2

READING SKILLS INVENTORY (2)

A simple type of skills inventory that is in use in some districts is the single sheet or poster check list.

This type of check list includes a list of class members down the left-hand margin with a list of the various reading skills across the top margin. The sheet or chart is then gridded. (See example)

As the teacher deals with a particular skill he makes an appropriate comment in the grid square corresponding to the child's name and that skill.


NAME
MAIN IDEA
SEQUENCE
INFERENCE
M. ADAMS
G. ALEXANDER
H. BLACK
M. BOOTS
A. CAMP

Note: Some limitations of this type of check list are: the limited space for recording; the tendency to assume a skill has been learned once the grid has been marked.

APPENDIX C-3

DIAGNOSTIC INFORMATION			READING CONFERENCES					
From Permanent Record			Date	Book or Story	Skill Checked	Comments and Notes	Recommendations	Carry Forward
Date	Test	Result						

NAME

APPENDIX C-4

NAME____

READING RECORD

Date	Name of Book	Pages Read	Comments

APPENDIX D

HOW IS YOUR READING GROWING?

A Check-up for Independent Readers

Directions: Answer each of the questions given. After reading questions, mark an X on the line following it which best describes what you do.

	Always	Almost Always	Sometimes	Almost Never	Never
Getting Ready for Reading					
1. I choose to spend some time every day in reading.	___	___	___	___	___
2. I choose to read many kinds of books on a variety of subjects.	___	___	___	___	___
3. I choose reading material that is interesting but not too hard for me.	___	___	___	___	___
4. Whether it is just for fun or to find out something special, I have a reason for what I read.	___	___	___	___	___
5. I use my reading time wisely.	___	___	___	___	___
Becoming Skillful					
1. When reading, I try to discover the meaning of a new word by what other words around it say.	___	___	___	___	___
2. I use a book's glossary or a dictionary to look up the meaning and pronunciation of strange words.	___	___	___	___	___
3. I use the reading rules I know to try to "figure out" new words.	___	___	___	___	___
4. I read "thoughts" rather than "words."	___	___	___	___	___
5. The way I read depends on the material I am reading and why I am reading it.	___	___	___	___	___

	Always	Almost Always	Sometimes	Almost Never	Never
6. When reading orally, I talk clearly so that my listeners can hear and understand what I say.	___	___	___	___	___
7. When I read aloud, I make the material sound interesting to my listeners.	___	___	___	___	___

Reading to Remember

1. When reading to find out something special I think carefully about what I am reading.	___	___	___	___	___
2. When I'm reading, I don't let my mind wander to other things.	___	___	___	___	___
3. I remember the important ideas given in the material I read.	___	___	___	___	___
4. After I have read something, I can make an outline of what I have read.	___	___	___	___	___
5. When I have finished reading, I can summarize in my own words what the author said.	___	___	___	___	___

Reading to Explore and Discover

1. When finding out about something, I use a book's index or table of contents to help me.	___	___	___	___	___
2. When looking for special information, I use encyclopedias and other reference books.	___	___	___	___	___
3. I locate material in the library by using the card catalog or reader's guide.	___	___	___	___	___
4. Whenever I read, I keep in mind whether what I'm reading is fact or the author's opinion.	___	___	___	___	___

	Always	Almost Always	Sometimes	Almost Never	Never
5. When solving a problem, I read from several different sources and compare what I find before deciding on an answer.	___	___	___	___	___
6. When reading to find special information, I choose only reading material for my reading which will help me solve my problem.	___	___	___	___	___
7. I use what I read to help me understand other people.	___	___	___	___	___
8. I use what I read to help me understand myself.	___	___	___	___	___

APPENDIX E

Name________________________ Date___________________________

INDEPENDENT READING CHECK

How do your pupils see themselves as independent readers? Take this check-up to see how their perception of themselves compares with your observations. This evaluation tool, to be filled out individually for each pupil, is designed to help the teacher analyze specific pupil reading strengths and to compare her perception of the pupil's reading independence with the pupil's perception of hemself as an "independent reader." Each question to be answered has a parallel question on the Continuous Progress Education pupil form "How Is Your Reading Growing?".

Directions: Answer each of the questions given. After reading a question, mark an X on the line following it which best describes what you do.

	Always	Almost Always	Sometimes	Almost Never	Never
Getting Ready for Reading					
1. This pupil chooses to spend some time every day in reading.	___	___	___	___	___
2. This pupil chooses to read many kinds of books on a variety of subjects.	___	___	___	___	___
3. This pupil reads material that is interesting to him but not too difficult for him.	___	___	___	___	___
4. This pupil demonstrates orally that whether reading "just for fun" or to find out something special, he has a reason for what he reads.	___	___	___	___	___
5. This pupil uses his reading time wisely.	___	___	___	___	___
Becoming Skillful					
1. When reading, this pupil uses context clues to attempt to discover the meaning of unfamiliar words.	___	___	___	___	___

	Always	Almost Always	Sometimes	Almost Never	Never
2. This pupil uses a book's glossary or a dictionary to determine the meaning and pronunciation of strange words.					
3. This pupil uses word attack skills to attempt to identify unfamiliar words.					
4. This pupil reads "thoughts" rather than "words."					
5. This pupil alters the way he reads depending on the material read and the reason for reading it.					
6. When reading orally, this pupil talks clearly so that his listeners can hear and understand what he says.					
7. When reading aloud, this pupil makes the material sound interesting to his listeners.					
Reading to Explore and Discover					
1. When reading to find specific information, this pupil uses a book's index or table of contents to help him.					
2. When looking for special information, this pupil uses encyclopedias and other reference books.					
3. Whenever he is working in the library, this pupil uses the card catalog or reader's guide to locate material.					
4. While reading, this pupil is able to distinguish between facts and an author's opinion					
5. When solving a problem, this pupil reads from several different sources and compares what he reads before deciding on an answer.					

	Always	Almost Always	Sometimes	Almost Never	Never
6. Whenever reading to find special information, this pupil chooses only reading material for research which will help solve his problem.	___	___	___	___	___
7. This pupil refers to what he has read to help him understand other people.	___	___	___	___	___
8. This pupil refers to what he has read to help him understand himself.	___	___	___	___	___

APPENDIX F-1

AN INFORMAL ORAL READING INVENTORY

What Is An Informal Reading Inventory?

An Informal Reading Inventory is a tool (usually based on material from a series of graded books) used to help the teacher to determine children's levels of reading ability.

In a true continuous progress learning setting each child has reading experiences which give him success and challenge. Determining where a child can read confortably and effectively is a necessary teacher task.

The Informal Reading Inventory is helpful in doing this. It tests the actual material being used in the classroom, is easily and quickly administered and scored, and according to the test design, identifies specific pupil strengths and weaknesses.

The Inventory is only reliable to the extent that the instrument devised actually measures the desired behavior tested.

It can be valuable in:

a. selecting material on an appropriate level of difficulty for each child for independent and instructional reading.

b. acquiring specific information about a child's skill development at progressive levels of reading difficulty.

Such a test should be used in connection with teacher observation and other kinds of testing procedures.

How Is An Informal Reading Inventory Constructed?

Material for testing is selected from graded readers content-area textbooks, or other sources which are graded according to levels of reading difficulty.

A selection for oral reading is taken from the book chosen for each level.

Approximately 100 running words of narrative representative of the reading difficulty of the book is selected. (Some Informal Reading Inventories include fewer words than this for beginning readers and more words for mature readers. The important thing is to have sufficient material to make an accurate diagnosis).

Questions to indicate the child's comprehension skill at each level are prepared. These, along with the selection of narrative chosen, are duplicated for the teacher to use in testing.

APPENDIX F-2

ADMINISTERING

AN INFORMAL ORAL READING INVENTORY

...... a tool used to determine levels of reading ability.

> "The informal measure that is used most widely and is probably of greatest service in testing the functional reading levels of students is the informal reading inventory."
>
> Guiding the Reading Program
> A Reading Consultant's Handbook

How Do You Give This Kind Of Test?

A. Administer the inventory individually to each child.

B. Introduce the selection to be read and explain any proper names.

C. As the child reads orally, record the number of word attack errors.
   1. If the child can't go on without help, pronounce the word for him.
   2. If the child corrects himself and goes on, don't count an error.

D. When he completes reading, ask comprehension questions and record errors.

E. If the child makes one or no errors, go to the next higher level and repeat testing.

F. If the child makes more than one error in word attack for every 20 words of reading, go to the next lower reading level and repeat testing.

G. Continue testing until the level where the child reads with accuracy and adequate comprehension is found.

How Do You Determine A Child's Reading Levels?

A. INDEPENDENT READING LEVEL

When the child reads with 98% accuracy in word attack (2 errors every 100 words) and makes no more than one error in a comprehension *check*, this is his independent reading level. At this level, the child is able to read for enjoyment and "information getting" without teacher help.

B. INSTRUCTIONAL READING LEVEL

When the child reads with 95% accuracy (1 error every 20 words) *in word attack and makes no more than 2 errors in a comprehension check*, this is his instructional level. At this level, the teacher gives purposeful instruction and the child learns with challenge but not frustration.

C. FRUSTRATION LEVEL

When the child cannot read with the accuracy described for instructional reading, he has reached the frustration level. *Successful learning is not possible at this level*.

The following pages give examples of informal reading inventories developed from material in the Scott Foresman Basal Reading Series. In administering the tests, the teacher uses two copies of each: One copy, without the questions below it, is used by the child being tested; the other with the questions attached is utilized by the teacher.

Junior Primer

THE NEW GUESS WHO
Scott, Foresman and Co., 1962

Introduction: Sally had a teddy bear named Tim. One day something happened. Can you find out what it was?

Source of Material: page 38-39 (49 words)

---

5 Sally said, "I want Tim.

8 Help me, Mother.

13 I can not find Tim."

17 Dick said, "Oh, Mother.

21 I can help Sally.

27 We can go and find Tim."

32 Dick said, "Jump down, Spot.

40 Sally and I can not play with you.

45 We want to find Tim.

49 Run and find Tim."

Checking Comprehension

Identifying Main Ideas
1. Why was Sally upset?

Remembering Details
1. Who helped Sally look for Tim?
2. Who wanted Sally and Dick to play with him?

Making Inferences
1. Where are some places Sally could look for Tim?
2. How do you think Sally felt about Tim being lost?

Primer Level

FUN WITH OUR FRIENDS
Scott Foresman and Co., 1962

Introduction: One day Father was backing his car out of the driveway. Something happened. When you read this story, you will find out what it was.

Source of Material: page 78-79 (46 words)

---

6 Sally said, "Oh, dear! Oh dear!

13 See what Father did to my horse."

20 "Father did not see it," said Dick.

27 "He did not know it was there."

34 Father said, "Jump in the car, Sally.

40 Let's go out to Fun Park.

46 You can ride a pony there."

Checking Comprehension

Identifying Main Ideas
1. What did Father do?

Remembering Details
1. Did Father know the stick horse was in the driveway?
2. What did Father say that Sally could do at Fun Park?

Making Inferences
1. How do you think breaking Sally's stick horse made Father feel?
2. Was Sally partly to blame for having her stick horse broken? Why?

First Reader Level

MORE FUN WITH OUR FRIENDS
Scott, Foresman and Co., 1962

Introduction: Billy has a puppy. In this story he tells about one of his experiences with him.

Source of Material: page 89 (43 words)

---

4 "Pete! Pete!" called Billy.

7 "Please come here."

14 "Why do you want me?" said Pete.

22 Billy said, "I want you to help me.

30 This puppy will not go up the steps."

37 "I'll come and help you." said Pete.

43 "My TV show is over now."

Checking Comprehension

Identifying Main Ideas
1. What was Billy trying to do?

Remembering Details
1. Why did Billy call Pete?
2. When Billy called to him, what was Pete doing?

Making Inferences
1. Why do you think the puppy didn't want to go up the stairs?
2. Do you think all puppies don't like steps? Why?

Second Reader Level
Part 1

FRIENDS OLD AND NEW
Scott, Foresman and Co., 1963

Introduction: It's fun to have friends come to your house. Find out why Jim's friends came over to his home one evening.

Source of Material: pages 130-131 (102 words)

---

10 Jack and Tom and their sisters hurried to Jim's house.
17 Jim met them at the front door.
29 "Leave your caps and coats here by the door," he said. "Then
40 come with me. My dad is going to show some pictures."
51 The children went with Jim and said hello to his family.
66 Mrs. Ball said, "Each of you pull up a chair. Our show is about to
67 start."
79 Jim said, "Dad, I'll push my chair over by this light. Then
90 I can turn the light off and on without getting up."
102 "Good!" said Mr. Ball. "I'll start as soon as everybody is ready."

Checking Comprehension

Identifying Main Ideas
1. What was going to happen at Jim's house?

Remembering Details
1. What happened when the children first arrived?
2. Were Jim's mother and father there?

Making Inferences
1. How did Jim help his father?
2. What do you think the pictures might have been about?

Second Reader Level
Part 2

MORE FRIENDS OLD AND NEW
Scott, Foresman and Co., 1963

Introduction: Jimmy Day hd just moved into a new home. Read about one of his experiences.

Source of Material: pages 135-136 (138 words)

---

10 Jimmy Day looked out the door of his new home.
22 A strange dog was sitting on the front porch. It had black
27 curly hair and long ears.
40 When Jimmy came out on the porch, the dog held up a paw.
47 Jimmy shook the paw and said, "Hi!"
53 The dog gave an excited bark.
60 Jimmy offered the dog some cool water.
73 "It's such a hot day I know you want a drink," he said.
82 "Maybe you're hungry, too, I'll get you some food."
93 The dog started to drink the water at once. Soon the
107 last drop was gone, and all the food was eaten. Then the dog held
111 out its paw again.
123 While Jimmy was shaking the paw, his mother came out. Jimmy said,
138 "This dog needed food and water. May I keep him and take care of him?"

Checking Comprehension

Identifying Main Ideas

1. What happened to Jimmy?

Remembering Details

1. What kind of weather was it?
2. What did Jimmy get for the day?

Making Inferences

1. Why do you suppose Jimmy wanted to keep the dog?
2. Do you think Jimmy's mother let him keep the dog? Why?

Third Reader Level
Part 1

ROADS TO FOLLOW

Scott, Foresman and Co., 1964

Introduction: One day two Pilgrim boys, Barth and Giles, were working together. Read about the experience they had.

Source of Material: pages 129-130 (113 words)

12 It was March, and the town of Plymouth had a few houses.
24 Many people had died during the winter. But some of those who
36 were left had their own homes and were getting ready to plant
37 gardens.

47 Barth and Giles were working together near the Common House.
57 All at once Barth let out a low, Frightened cry.
63 "Indians!" he warned in a whisper.
69 "Indians!" said Giles. "Where are they?"
78 "There! On the road! Going toward the Common House,"
80 whispered Barth.
86 "It's only one Indian!" exclaimed Giles.
93 "But there may be others!" said Barth.
105 "They may be hiding, waiting to attack us! We must warn the
113 men who are meeting at the Common House."

Checking Comprehension

Identifying Main Ideas

1. What happened to Barth and Giles

Remembering Details

1. What time of the year was it?
2. How many Indians did the boys see?
3. What were the boys afraid the Indians would do?

Making Inferences

1. Was Plymouth a large or a small town?
2. How do you think the boys could warn the men?

Third Reader Level
Part 2

MORE ROADS TO FOLLOW
Scott, Foresman and Co., 1964

Introduction: In this story you will find out about Manaluk, an Eskimo boy, who lives in Alaska.

Source of Material: page 88 (126 words)

---

8 During the long Alaska winters Manaluk's father set
20 his traps in the snow. Manaluk helped him. In the spring they
33 took a pile of skins to the trading post and traded the skins
46 for the things they needed. But this had been a bad winter for
55 trappers. Time after time many traps had been empty.

64 Manaluk thought about the things they needed--candles and
79 salt and oil. He knew it was no use to hope for other things this
91 year. But his mother wanted a real glass window for their cabin,
102 and Manaluk wanted paper and crayons. He had gone to school
114 one winter. Perhaps he would have learned to read better if he
126 had not spent so much time drawing pictures of foxes and rabbits.

Checking Comprehension

Identifying Main Ideas
1. What was Manaluk's problem?

Remembering Details
1. What kind of work did Manaluk's father do?
2. What did Manaluk hope to get at the trading post?

Making Inferences
1. Do you feel that Manaluk spent his time wisely in school? Why?
2. Why do you think the traps were empty?

Fourth Reader Level

VENTURES
Scott, Foresman and Co., 1965

Introduction: One Friday when Henry Huggins went to the pet store, he saw a sign that interested him. As you read this, you'll discover why.

Source of Material: page 198 (143 words)

---

2 SPECIAL OFFER
6 1 Pair of Fish
8 Fish Bowl
12 Package of Fish Food
16 All for 79 Cents

25 "Jeepers!" said Henry. "All that for seventy-nine cents!" He
37 looked at the fish in the bowl. "That really is a bargain!"

49 "It certainly is," agreed Mr. Penny. "Shall I wrap up a pair
51 for you?"

61 Henry felt around in his pocket. The silver dollar his
72 grandfather had given him was still there. He watched the little
85 rainbow fish chase the silvery fish and decided he had to have a
100 pair of fish. After all, it was his own money he was spending. He would
115 keep them on the dresser in his room. They would just stay in his room
128 and swim quietly around in their bowl. He didn't see how his mother
135 could object to two quiet little fish.

142 "I'll take a pair," Henry told Mr. Penny.

Checking Comprehension

Identifying Main Ideas
1. What did Henry do?

Remembering Details
1. Where did Henry get his dollar?
2. Where did he decide he could keep the fish?
3. How many fish did he buy?

Making Inferences
1. How do you think Henry's mother felt about his spending the money?
2. Did it take all of Henry's dollar to pay for the fish?

Fifth Reader Level

VISTAS
Scott, Foresman and Co., 1965

Introduction: One afternoon Myer's father called to him. He wanted to have a serious talk. This selection tells about their conversation.

Source of Material: pages 252-253 (236 words)

---

11 Myer was the oldest son. He was thirteen years old that
23 summer afternoon, and like any other boy he could think of a
35 dozen things he would rather be doing than waiting for a lecture
38 from his father.

49 The longer his father was silent, the more certain Myer felt
58 this was to be no ordinary lecture about behavior.

70 Solomon Myers finally turned to look at his son. "I want to
82 talk to you about the future," he said. "Your future, Myer. You
94 won't be a child much longer. Soon you'll have to decide what
101 you want to make of your life."

110 Myer nodded slowly. This was important. His father had
122 never talked to him like this before--almost as though they were
128 equals instead of father and son.

138 "It isn't something you have to decide today," his father
147 continued. "Finish your schooling first, for there's almost nothing
160 as important to a man's happiness as the knowledge he can get from
174 reading and study. So for two or three years you go on with your
188 lessons and help me in the shop, just the way you've been doing.
202 But in the meantime I want you to be thinking about your future work
214 so that when the time comes, you'll make a wise choice. Whatever
228 you decide will be the work you'll be doing the rest of your life.
236 It isn't a choice to be lightly made."

Checking Comprehension

Identifying Main Ideas

1. What did Myer's father want?

Remembering Details

1. How old was Myer?
2. Why did Myer's father say this was an important decision?

Making Inferences

1. Do you think the talk upset Myer? Why?
2. Would you say that Myer had the same kinds of opportunities to go to school that you do? Why?

Sixth Reader Level

CAVALCADES
Scott, Foresman and Co., 1965

Introduction: Alan B. Shephard is a famous American astronaut. The following article was written by him.

Source of Material: page 212 (188 words)

---

12 I honestly never felt that I would be the first man to
25 ride the Mercury capsule. I knew I had done well in the tests,
40 and I thought there was a good chance I would get one of the early
51 flights. But I had conducted my own private poll and frankly
64 figured that one of the others would probably go first. I got the
78 word that I had been selected in the room at Langley where we had
91 done a lot of our homework. The only people present were the seven
102 of us astronauts and the director of the Space Task Group.

115 After my name was read off, I did not say anything for about
128 twenty seconds or so. I just looked at the floor. When I looked
141 up, everyone in the room was staring at me. I was excited and
155 happy, but it was not a moment to crow. Each of the others had
167 wanted to be first, himself, and now that chance was gone. But
178 with grins on their faces covering what must have been great
188 disappointment, all of the fellows came over and congratulated me.

Checking Comprehension

Identifying Main Ideas
1. In this article what does Alan B. Shephard describe?

Remembering Details
1. How many astronauts were trained for the space flight?
2. Did Alan B. Shephard think he would be chosen?
3. When the other astronauts found out about the selection, what did they do?

Making Inferences
1. What do you suppose were some of the reasons each of the astronauts wanted to be first?
2. How do you think Alan B. Shephard's family felt about his being chosen?

APPENDIX G

GUIDE LINES FOR TEACHER SELF-EVALUATION IN A CONTINUOUS PROGRESS SCHOOL

DIAGNOSIS

What kinds of formal and informal tests are used?
What other types of diagnosis are employed?
How often is diagnosis administered?
How is diagnosis administered? By whom?
What types of self-diagnosis are used?

PRESCRIBING

What are the criteria for prescription?
How are the results of diagnosis utilized in prescribing?
What is the teacher's role in prescribing? Pupil's role?
What role does the administrator play in prescription?
How often is prescription made?

RETRIEVAL AND REPORTING

How are diagnostic results recorded?
What types of self-recording devices are used?
What types of ongoing records are kept?
What kinds of pupil-progress reports are used? Parent reports, conference reports, and so forth.

GROUPING

What is the basis for grouping?
How do you determine this basis?
Is grouping an ongoing process?
How is regrouping determined?

CURRICULUM

What are the behavioral objectives for the various curriculum areas?
How are behavioral objectives determined?
Is there a sequence of these behavioral objectives?
How are these objectives brought about?
What materials are available to support these objectives?

CURRICULUM EVALUATION

What methods of curriculum evaluation are employed?
Who is responsible for evaluation?
What is the pupil's role in curriculum evaluation?

PLANNING

What time is available for teacher planning?
What part does pupil-teacher planning play?
What happens during teacher planning sessions?
What role does the principal have in planning?